

taught them how necessary it is to gain a deeper insight into human affairs and a broader knowledge of history. They will understand how important it is to gain a professional or vocational training. Nevertheless they may doubt whether they are justified in following their inclinations—for obvious reasons. They may wish to get married and to become financially independent. Their decision must be made in time of transition. Even the best post-war preparations can not prevent basic changes. It will take years before the nation becomes adapted to the new conditions. There will be years of insecurity and risks; but there will also be great opportunities for the man who begins his work at once. Under such circumstances who will have the courage and patience to devote several more years to studies? Will not parents of these veterans feel that their responsibility of educating has ended?

If young people of the war generation repudiate further study, the nation will lose whole classes of citizens with trained talents at a time when such citizens will be most urgently needed; and the veterans who justly have the first claim, will lose the advantages which education and training would give them in the long run. In addition, colleges would continue to suffer from depletion of their student bodies for many years after the war. The tradition of liberal arts once interrupted cannot be easily revived.

As yet there is no national organization which encourages and aids young people, both soldiers and workers, men and women, to resume their studies.

The Faculty, therefore, early in April unanimously accepted a plan worked out by Dr Erwin Straus during the Spring Vacation. The College had already presented a plan for the education of veterans. Although this has been favorably received by the War Department, there have been difficulties in the way of its execution. However, according to our latest information, it is still under consideration. This second plan could be added to or substituted for the first, since they differ in scope and administration. The former plan dealt exclusively with the education of veterans, emphasized the educational problems of the duration, and assumed the financial responsibility of the government; while the second plan includes civilians as well as soldiers, looks forward to the post-war situation, and is based upon self-help.

The plan is based on the assumption that many with the Armed Forces, with the W A A C and W A V E S, or working in essential industries could *now* save the funds necessary for future studies.

Therefore, those who look forward to taking up study after the war should now choose a college or university and apply for admission. If admitted they should start to pay monthly in installments the annual fees set by their chosen institution at the time of their entrance into the savings plan. The completed payment for one or more academic years should guarantee them the right to study for a corresponding period, whatever the fees of the institution may be later on. Thus they will acquire a claim protected against inflation. Those whose studies are interrupted by the war should make